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| **Part I** | **Session 5** |
| **Concept** | **Transitions** |
| **Teaching Point** | Transition words and phrases define relationships between ideas. In an argument paragraph, they show the reader how the commentary and the evidence are connected. |
| **Suggested Materials** | * **Transition Words & Phrases Anchor Chart** * **Identify the Transition handout** * **Transition Madlibs** * **Organize the Paragraph Parts and Improve Flow Activity** |
| **Active Engagement** | 1. **Transitions: Purpose and Type**   Full Class – What are transitions?   1. Ask students how they would define the word “transition.” 2. Discuss times when students have made transitions from one stage or place to another.    1. Between grades    2. When moving       1. Ask what students had to do in order to transition—what did that involve?       2. Ask students how a transition might be used in writing. 3. Introduce the teaching point: Transition words and phrases define relationships between ideas. In an argument paragraph, they show the reader how the commentary and the evidence are connected. 4. Share the **Transition Words & Phrases Anchor Chart and Transitions and cues.** 5. Review the purposes of transitions and the different transition types. 6. To illustrate the concept of the transition as an idea bridge, share the following sentences: 7. I won’t be going to the mall with my friends ***since*** I didn’t finish homework. 8. Kwan doesn’t eat vegetables, ***in particular*** green vegetables like broccoli and lettuce. 9. Ask students to identify the type of transition used in each sentence by looking at the **Transition Anchor Chart**. |
| **Guided Practice** | **Identify the Transition Activity-** Solo or Pairs   1. Have students complete the **Identify the Transition handout.** 2. **Transition Madlibs Activity** |
| **Independent Practice – Formative Assessment Mini-Task** | **Revised Paragraph with Transitions**  Have students insert transitions between and within sentences of their own argument paragraph draft.  **Mini-Task Rubric – Sample Revised Paragraph with Transitions**   |  |  |  |  | | --- | --- | --- | --- | | *Skill* | *Advanced* | *On-Target* | *Novice* | | Transition selection | -Uses multiple transition types | -Uses a few different transition types | -Uses only one transition type | | Transition placement | -Places transitions at all needed and desirable moments in the paragraph  -Places transitions both in the beginning and middle of sentences | -Places transitions at some needed and desirable moments in the paragraph | -Places transitions at only one or two moments in the paragraph; some placement is incorrect | |

My session 5

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| **Part II** | **Session 5** |
| **Concept** | **Ways of Organizing an Argument Paragraph** |
| **Teaching Point** | There are many ways to structure an argument paragraph. Writers must decide how to arrange the commentary and evidence to best reflect the logic of their argument and most effectively persuade the reader to agree with the debatable claim. |
| **Suggested Materials** | * **Argument Organization Anchor Chart** * **Understanding & Identifying Argument Paragraph Components** handout * **Name That Paragraph Structure Activity** |
| **Active Engagement** | 1. **Organizational Possibilities** 2. Share the teaching point with your students, as well as the **Argument Organization Anchor Chart.** 3. **Sample Argument Paragraphs– Understanding & Identifying Argument Paragraph Components** 4. Read the paragraph out loud as a class. 5. Use the questions on the handout to facilitate a discussion of the paragraph. 6. Consider having your students answer the questions on their own or in pairs first prior to this discussion so they come to the conversation with answers in mind. 7. The challenge questions will be the most difficult (abstract) for the students but are the most important for them to consider and will help them in the final activity of the lesson. 8. **ID examples** 9. Identify the parts listed on the worksheet. 10. Reconvene the class and ask groups to share their findings. 11. Discuss discrepancies in findings to determine student thinking and to clarify ideas. |